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ABSTRACT

This self-study and evaluation guide on orientation and mobility services (dog guide program emphasis) is one of 28 guides designed for organizations undertaking a self-study as part of the process for accreditation from the National Accreditation Council (NAC) for agencies serving the blind and visually handicapped. Provided are lists of standards to be appraised by the self-evaluation teams on the extent to which the organization meets the standards (excellent, satisfactory, adequate, poor, minimal, and not applicable). Areas of standards considered are standards common to cane and dog guide programs (e.g., organization, principles of operation, staffing), cane programs (e.g., personnel, staff organization, travel techniques), and dog guide programs (e.g., determining service need, organization, facilities, kennels, personnel policies and procedures, full-time personnel required, application for students, training of dogs, and care of dogs). Throughout the guide, space is provided for written comments to be made such as an explanation of a rating or why a standard did not apply. The concluding part of the guide provides three questions which are designed to permit the agency to describe its program for evaluation and indicate plans for improvement of its orientation and mobility services. The outline of an apprentice training program in dog guide schools is included in the appendix. (Other accreditation guides are available--see note. (JH)

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SELF-STUDY AND EVALUATION GUIDE 1968 Edition

Orientation and Mobility Services

NATIONAL ACCREDITATION COUNCIL
For Agencies Serving the Blind and Visually Handicapped
79 Madison Ave.
New York, N.Y. 10016

(Dog Guide Programs Only)

NOTE: Part 2, "Cane Programs" has been revised and published in 1977 in a separate section numbered D-2A. The rest of this section (renumbered D-2B) still applies to dog guide programs.

CE 019 451

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INSTRUCTIONS

Two steps should precede the use of this Section:

1. *Section A, Manual of Procedures,* should be read for an understanding of the overall framework and governing principles of the self-study and accreditation process.

2. *Section B, Agency and Community Profile,* should be reviewed, since it embraces the statement of the agency's philosophy of service and program objectives, an indispensable base for evaluation of its work.

* * * *

This Section is designed to convey an accurate description of the agency's performance in a particular subject area. Three elements are employed to achieve this: a coded *Standards Checklist,* coded *Evaluation Ratings,* and *Comments.* Each is explained below.

Coding the Standards Checklist. Each standard describes a provision, condition or characteristic found in an acceptable agency; checking off, through the appropriate notation, whether and to what extent agency practice conforms to the standard provides a factual base for the succeeding evaluation.

In the parentheses ( ) preceding the standard, insert a symbol according to the following code.

✓✓—The standard is fully met.

✓—The standard is partly met.

O—The standard, although needed and desirable, is not met, or is met to such a limited extent as to be virtually inoperative.

?—The applicability of the standard to the agency is questioned.

X—The standard is clearly inapplicable to the agency.

Coding the Evaluation Ratings. Each evaluation question poses a criterion for judgment. Careful discrimination should be exercised in arriving at such judgment, bearing in mind that standards are not aimed at perfection but are keyed to realistic, attainable levels of performance. While the ratings embrace such concepts as *excellent, well, satisfactory, poor,* etc., which cannot be specifically defined, a valid judgment can be formulated if the evaluator balances a) the requirements postulated by the standard, b) the agency's stated philosophy of service and program objectives and its community relationships, and c) the practical knowledge derived from the evaluator's own professional experience.

In the brackets [ ] preceding the evaluation question, insert the code letter that best describes the agency's performance:

E—Excellent. The agency meets the criterion to the *fullest* extent and functions *excellently* in regard to it.

VG—Very good. The agency meets the criterion to the *fullest* extent and functions *well* in regard to it; or it meets the criterion to a *satisfactory* extent (i.e., not full coverage) and functions *excellently* in regard to it.

G—Good. The agency meets the criterion to a *satisfactory* extent and functions well in regard to it.

F—Fair. The agency meets the criterion to a *satisfactory* extent (i.e., not full coverage) but functions *poorly* in regard to it; or it meets the criterion to a *limited* extent but functions *satisfactorily* in regard to it.

P—Poor. The agency meets the criterion only to a *limited* extent and functions *poorly* in regard to it; or it makes *no provision* for meeting a needed criterion.

M—Missing. The element identified in the question is missing, but the agency's need for it is open to question.

NA—Not Applicable. The element identified in the question does not apply to the agency.

Comments. Just as not all of the standards necessarily apply to all agencies, not all of every agency's activities are necessarily covered by the standards. The space provided under *Comments* should be used to note any important feature or characteristic of the agency's activity relating to the subject but not included in the standard. Such notations may be supplemented, if necessary, by supporting data attached to the end of the Section, or by cross-references to other Sections. Addenda and cross-references should be accurately identified by notation of the Section and standard to which they pertain. (For example, material attached to the end of a Section might be marked "Supporting Data, Section D-4, 2-1"; a cross-reference might be noted as "See Section C-1, 2.3.3".)

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This section of the *SELF-STUDY AND EVALUATION GUIDE* is designed for use in conjunction with the other sections listed below. Any agency* undertaking a self-study will need the first seven sections listed below plus all *D* sections pertaining to the agency's services, an *E* form for each administrative, professional, and technical staff member, and the evaluation summary and report section.

The *GUIDE* is available either in a complete, bound edition or in separate sections from the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016.

SELF-STUDY AND EVALUATION GUIDE

Section	Title
A	Manual of Procedures
B	Agency and Community Profile
C-1	Agency Function and Structure
C-2	Financial Accounting and Service Reporting
C-3	Personnel Administration and Volunteer Service
C-4	Physical Facilities
C-5	Public Relations and Fund-Raising
D-1	Library Services
D-2	Orientation and Mobility Services
D-3	Rehabilitation Centers
D-4	Sheltered Workshops
D-5	Social Services
D-6	Vocational Services
D-7	Production of Reading Materials
E	Individual Staff Member Information Form
F	Evaluation Summary and Report

*Special guides are available for agencies providing *only* sheltered workshop services (*SELF-STUDY AND EVALUATION GUIDE FOR SHELTERED WORKSHOPS*) and for residential schools (*SELF-STUDY AND EVALUATION GUIDE FOR RESIDENTIAL SCHOOLS*).

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ORIENTATION AND MOBILITY SERVICES

Orientation and mobility teaching encompasses the art and science of presenting to the blind or visually handicapped those aids, methods, services and skills that enable him to move from one place to another with confidence, safety and purpose. In this context mobility is the act of moving, while orientation is that awareness of pertinent factors in the environment that enables the person with partial or total visual loss to react, move and travel in an appropriate and purposeful manner. Those who practice the above-described art and science are referred to as "orientation and mobility teachers." This is a general term recognizing that job titles vary in different settings.

The standards presented herein rest on certain basic assumptions:

1. *That orientation and mobility services are needed by, and should be available for, blind and visually handicapped persons.*
2. *That such services require, and should be provided by, persons equipped with special knowledge and skills.*
3. *That, while requirements and capabilities vary from individual to individual, it is usually possible to improve a person's orientation and mobility by teaching him the use of aids.*

Orientation and mobility training is but one of the many services needed by blind and visually handicapped individuals. It is more than "just another service" since its psychological, social and practical aspects relate in an integral way to all other services and to the total adjustment of the individual.

In the standards and evaluative criteria presented herein, cane programs and dog guide services are dealt with in separate sections. Both programs have the same objectives but there are a number of significant differences between them. Among these differences are the following:

1. Cane programs deal with one living organism while dog guide programs deal with two.
2. Cane programs are available in a wide variety of settings, residential and non-residential: dog guide programs are offered in residential training centers only.
3. There is an apparent surplus of facilities for dog guide programs while cane programs are in insufficient supply to meet existing needs.

Systematic teaching of travel, either with dog guide or cane, and of the use of sound, residual vision, low vision aids and other aids has resulted in making independent travel feasible for large numbers of blind and visually impaired persons and in making improved travel possible for many others. Involving the life, limb and dignity of blind persons, mobility teaching can be considered responsible only when it is quantitatively and qualitatively adequate.

Standards of policy, organization and administration which are common to both cane and dog guide programs appear in Part 1.

Part 2 presents standards specifically related to cane services, including provisions for school and preschool mobility. Part 3 presents standards specific to dog guide programs.

1. STANDARDS COMMON TO CANE AND DOG GUIDE PROGRAMS

( ) 1.1 STRUCTURE AND ORGANIZATION. An agency providing orientation and mobility services is a non-profit organization under public or voluntary auspices whose structure and objectives are stipulated in legislation, a charter or articles of incorporation.

EVALUATION / / 1. *How adequately does the agency's charter or articles of incorporation, or legislation if a public agency, provide the basis for fulfilling the agency's purpose and objectives?*

Comments:

( ) 1.1.1 In a voluntary agency members of the governing body are nominated and elected in accordance with its by-laws, and agree in writing to serve.

EVALUATION / / 2. *How adequate are the procedures for nomination and election of the governing body?*

Comments:

1.1.2 The governing body's responsibilities include all of those described in *C-1, Agency Function and Structure*, with special emphasis on:

1.1.2.1 Fiscal stability and integrity.

1.1.2.2 Public accountability for the agency's program of services and financial management.

1.1.2.3 Selection, employment and, when necessary, replacement of the administrator.

(Ratings and evaluations should be provided in *C-1, Agency Function and Structure.*)

( ) 1.2 PRINCIPLES AND PHILOSOPHY OF OPERATION. The agency has a written statement of the principles and philosophy on which its operations are demonstrably based.

( ) 1.2.1 This statement is reviewed and, if necessary, revised by staff and governing body at least every five years.

EVALUATION / / 3. *To what extent does the agency's orientation and mobility service operate on the basis of the principles stated for the agency? (See Section B, Agency and Community Profile.)*

Comments:

( ) 1.3 STAFFING. The agency employs qualified staff in sufficient numbers to meet its service requirements.

( ) 1.3.1 A written plan of staff organization delineates lines and levels of responsibility.

EVALUATION / / 4. *How adequate is the size of the staff to meet service requirements?*

/ / 5. *To what extent does the written plan of staff organization provide a clear picture of the staff structure?*

Comments:

( ) 1.4 PHYSICAL QUALIFICATIONS OF ORIENTATION AND MOBILITY TEACHERS. Orientation and mobility teachers meet the following physical standards:

( ) 1.4.1 Vision: no impairment not correctible in each eye to 20/20, no restriction in the visual peripheral field under all common circumstances, no evidence of pathology contributing to progressive deterioration.

( ) 1.4.2 Hearing: normal in both ears.

( ) 1.4.3 General physical condition: no physical impairments or organic mental deterioration that would limit the instructor's capacity to perform effectively or prevent him from protecting his client from imminent danger.

( ) 1.4.4 Ophthalmological, otological and general physical examinations are required every two years.

(Note: *Section E, Individual Staff Member Information Form* should be completed by each orientation and mobility teacher. Additional comment should be added concerning the physical requirements stated above.)

EVALUATION / / 6. *To what extent do orientation and mobility teachers meet the above physical standards?*

Comments:

2. CANE PROGRAMS

( ) 2.1 PERSONNEL REQUIRED. The staff includes one or more qualified teachers of orientation and mobility, one or more persons from one of the counseling professions, a medical consultant and such other personnel as may be required by trainee needs, setting, etc.

( ) 2.1.1 The teacher of orientation and mobility is assisted by other appropriate specialists.

EVALUATION / / 7. *How adequate is the staff in terms of numbers and different disciplines represented?*

Comments:

( ) 2.2 ORGANIZATION OF STAFF. If orientation and mobility service is a department of a multifunctional agency, the written plan of staff organization (1.3.1) outlines responsibilities and relationships between the orientation and mobility staff and the staff of other departments.

( ) 2.2.1 In multifunctional agencies which employ a number of orientation and mobility teachers, supervisory responsibilities are assigned to one member of the teaching staff.

EVALUATION / / 8. *How adequately are the responsibilities and relationships between the orientation and mobility staff and other staff stated in writing?*

/ / 9. *In agencies employing a number of orientation and mobility teachers, is supervision assigned to one member of the orientation and mobility teaching staff?*

Comments:

( ) 2.3 TEACHER-TRAINEE RATIOS. A teacher of orientation and mobility is assigned that number of trainees which experience indicates he can effectively teach.

( ) 2.3.1 The teacher is scheduled for not more than six hours of teaching each day.

( ) 2.3.2 All active travel teaching takes place with one teacher working with one trainee. Active travel teaching is defined as teaching in those situations in which the trainee requires the teacher's undisturbed and individual attention for effectiveness of instruction and minimization of hazards and confusion.

( ) 2.3.3 Contributory orientation and mobility instruction not of the active travel teaching variety may be given to trainees in groups.

Supplemental Data:

Relate the following questions to individual orientation and mobility instruction.

What is the maximum number of trainees assigned to an orientation and mobility teacher per week? _____

What is the minimum number of trainees assigned to an orientation and mobility teacher per week? _____

EVALUATION [ ] *10. To what extent do the teacher-trainee ratios facilitate the most effective service?*

Comments:

( ) 2.4 APPLICATION PROCESS. Each applicant is helped to understand that there are several travel techniques, and is given the opportunity to consider the possibilities most suited to his needs and interests.

( ) 2.4.1 Applications are carefully reviewed to individualize each trainee's course plan.

( ) 2.4.2 A medical consultant is available to consult with the staff on medical information derived from a general physical examination, an ophthalmological examination, an otological examination, and any other data which may be necessary, such as in the case of diabetic applicants.

EVALUATION [ ] *11. How adequately does the application process recognize individual needs and interests?*

[ ] *12. To what extent does the school use appropriate medical consultation in the application process?*

Comments:

( ) 2.5 INDIVIDUALIZED PLAN. The application process results in a written course plan, devised for the individual trainee, which is kept in the agency records and is reviewed and revised by the staff as the course progresses.

( ) 2.5.1 The plan is carefully constructed as to sequential order of lessons and objectives.

( ) 2.5.2 Throughout training, and on discharge, each trainee is made aware of his individual travel potential and limitations, and of the necessity to observe his limitations when he travels.

EVALUATION [ ] *13. To what extent are individual course plans developed for each trainee?*

/ / 14. *How adequately is the trainee counseled on his limitations and potential during the mobility process and at its conclusion?*

Comments:

( ) 2.6 TRAVEL TECHNIQUES. Depending on the trainee's individual needs, abilities and emotional capacity, the orientation and mobility plan includes as many of the following travel techniques as are appropriate for the individual:

( ) 2.6.1 Use of sighted guide.

( ) 2.6.2 Protective use of hands, arms and other body movements.

( ) 2.6.3 Grip and use of cane in cross body and touch techniques.

( ) 2.6.4 Principles of orientation indoors and outdoors; how to obtain and use reference data through remaining senses.

( ) 2.6.5 Locating, ascending and descending stairs.

( ) 2.6.6 Methods of maintaining straight line walking.

( ) 2.6.7 Location of intersections, with and without curbs.

( ) 2.6.8 Judging traffic sounds, pattern and movement.

( ) 2.6.9 Crossing streets.

( ) 2.6.10 Intersection patterns.

( ) 2.6.11 Use of common modes of transportation.

( ) 2.6.12 Locating specific objectives in residential and business districts.

( ) 2.6.13 Contacting and, when necessary, tactually identifying objects, including overhead obstructions.

( ) 2.6.14 Proper use of cane in crowded areas with due regard for other people.

( ) 2.6.15 Getting from unknown to known points, through drop-offs, etc.

( ) 2.6.16 Environmental and seasonal variables.

( ) 2.6.17 Use of low vision aids and residual vision under varying conditions.

EVALUATION / / 15. *How adequately are the above travel techniques covered in the agency's orientation and mobility plan?*

Comments:

( ) 2.7 SENSORY TRAINING AND OTHER INSTRUCTION. In addition to active travel techniques, the lesson plan includes individual or group orientation in the following:

2.7.1 Sensory training:

( ) 2.7.1.1 Visual: including use of low vision aids.

( ) 2.7.1.2 Auditory: identification and localization of sounds.

( ) 2.7.1.3 Olfactory: identification of odors.

( ) 2.7.1.4 Tactual.

( ) 2.7.1.5 Kinesthetic: muscle memory, judging distance, etc.

EVALUATION / / *16. How adequate is sensory training?*

Comments:

( ) 2.7.2 Organization of sensory data for purposes of orientation in constant or changing environments:

( ) 2.7.2.1 Visualization.

( ) 2.7.2.2 Spatial relations.

EVALUATION / / *17. How adequate is instruction in the organization of sensory data?*

Comments:

2.7.3 Information regarding other mobility aids:

( ) 2.7.3.1 Dog guides–their history, potential for certain types of blind persons, etc.

( ) 2.7.3.2 Low vision aids for those with residual vision.

( ) 2.7.3.3 Electronic, ultrasonic and other technological aids currently undergoing experimentation.

EVALUATION / / *18. To what extent does the agency program provide information regarding other mobility aids?*

Comments:

( ) 2.7.4 Miscellaneous exercises relating to physical fitness, posture, breathing, coordination and balance.

EVALUATION / / *19. To what extent does the agency program provide exercises related to physical fitness, posture, breathing, coordination and balance?*

Comments:

( ) 2.8 COURSE TIME ALLOTMENTS. The course plan allows for flexible time allotments and progress rates to suit individual needs and abilities.*

EVALUATION / / *20. To what extent does the agency's course plan allow for flexibility of time allotments to suit the individual needs of clients?*

Comments:

*Experience in rehabilitation centers with active travel teaching of totally blind and recently blinded adults who have had no previous travel training suggests the following time allotments for active travel teaching, exclusive of followup: For those for whom limited travel within a controlled, familiar environment (home) is the goal, between 60 and 80 hours. For those capable of unrestricted travel in familiar environment (neighborhood), between 80 and 100 hours. For those capable of unrestricted travel anywhere, between 120 and 200 hours.

( ) 2.9 MAINTENANCE OF RECORDS. Agency records contain information gathered at time of application, reports of trainee's progress, a record of daily activities and an evaluation of the trainee's understanding of, and attitude toward, the extent of his travel ability on completion of the course.

EVALUATION / / *21. How adequate are the agency's records concerning individual trainees?*

Comments:

( ) 2.10 FOLLOWUP SERVICES. The agency has a followup program to keep in touch with those who have completed the course, and is prepared to institute additional instruction when requested.

EVALUATION / / *22. How adequate are the provisions for followup of trainees?*

Comments:

( ) 2.11 PROFESSIONAL QUALIFICATIONS OF TEACHERS. In addition to the stated physical and personal qualifications (1.4 and 1.5), teachers of orientation and mobility are professionally qualified.

(Note: *Section E, Individual Staff Member Information Form* should be completed by each orientation and mobility teacher.)

Supplemental Data:

How many of the agency's present orientation and mobility staff have completed a graduate level training program for orientation and mobility teachers? _____

Attach a statement of the qualifications required by the agency for its orientation and mobility teachers.

EVALUATION / / *23. How appropriate are the training and experience of the agency's orientation and mobility staff?*

Comments:

Programs at School and Preschool Levels

It is often said that preparation for orientation and travel should begin at birth. In a blind child's earliest years, the emphasis is on orientation; as he grows, he needs more and more systematic travel teaching. Just as much care should go into good teaching and experience in orientation in the early years as should go into systematic travel teaching later. No attempt is made here to set age levels for succeeding stages of learning; individual differences in children govern the rate at which they move from one stage to the next. The professional judgment of the orientation and mobility teacher or other specialist plays the major role in developing an orientation and mobility program for each child.

The supplementary standards which follow are designed to emphasize the particular needs of preschool and school children. Reference should also be made to *Section D-15, Orientation and Mobility*, in the *Self-Study and Evaluation Guide for Residential Schools*, published by the National Accreditation Council.

( ) 2.12 COURSE PLAN FOR CHILDREN. Educational programs for blind and visually handicapped children include an orientation and mobility course plan which allows for advancement by stages as the child matures and his travel needs change.

( ) 2.12.1 New material is taught in specified periods or blocks of lessons, close enough together to allow carryover from one lesson to the next.

( ) 2.12.2 The skills each child has learned are checked periodically by the orientation and travel teacher.

Supplemental Data:

What is the age range of children covered by the agency's course plan for children? From _____ To _____

EVALUATION [ ] 24. *How adequate is the course plan in orientation and mobility for children?*

Comments:

( ) 2.13 RELATIONSHIP TO OTHER SERVICES. Orientation and travel teaching is part of and related to every educational or social adjustment program.

( ) 2.13.1 All personnel who work with blind and visually handicapped children are provided with information about orientation and travel, either through special courses or through in-service training.

( ) 2.13.2 Qualified persons are available to counsel with the family of each child and to teach orientation and contributory skills. These may be teachers of orientation and mobility or other qualified specialists working in consultation with such teachers.

EVALUATION [ ] 25. *To what extent is the total professional staff provided with information about orientation and travel through special courses or in-service training?*

[ ] 26. *How adequate is the counseling provided the family of each child?*

Comments:

3. DOG GUIDE PROGRAMS

( ) 3.1 DETERMINING NEED FOR SERVICES. It is the responsibility of each organization offering or proposing to offer dog guide services to substantiate the need for such services.

( ) 3.1.1 A new school is started only when established schools are unable to serve the demand.

( ) 3.1.2 A school is regarded as established when it has satisfactorily placed dog guides with at least 75 individuals for each of three successive calendar years.

Supplemental Data:

How many satisfactory placements of dog guides have been made in each of the past three years?	Year	No. of Placements
	_____	_____
	_____	_____
	_____	_____

EVALUATION / / 27. *To what extent does the number of dog guide placements substantiate the need for services?*

Comments:

3.2 ORGANIZATION, STRUCTURE AND PRINCIPLES OF OPERATION. A dog guide school meets all provisions of Standards *1.1* and *1.2.* (Ratings and evaluations should be provided in *1.1* and *1.2.*)

3.3 PHYSICAL PLANT AND FACILITIES. The dog guide school meets all applicable standards in *Section C-4, Physical Facilities.* (Ratings and evaluations should be provided in *C-4, Physical Facilities.*)

In addition to the above, the dog guide school also fulfills the following requirements:

( ) 3.3.1 It possesses adequate facilities for housing at least 12 students at a time throughout the prescribed training course.

( ) 3.3.2 It possesses adequate accommodations for housing instructors and other personnel whose presence is required while students are in residence.

( ) 3.3.3 It possesses sufficient facilities for kitchen, dining room, infirmary, leisure activites, offices, storage, garages and parking.

( ) 3.3.4 It possesses sufficient facilities for waiting rooms and rooms in which students may receive guests with reasonable privacy.

( ) 3.3.5 Adequate rooms are provided for lectures and other group meetings.

( ) 3.3.6 If a school operates a breeding program, it is separated from the training program.

( ) 3.3.7 Buildings and grounds are attractively designed, decorated and maintained so as to provide a pleasant atmosphere which reflects a wholesome and constructive attitude about blindness.

EVALUATION / / 28. *How adequate are the school's physical facilities in relation to the above standards?*

Comments:

( ) 3.4 KENNELS. A dog guide school has adequate facilities for housing a minimum of 75 healthy dogs in training, plus separate facilities for isolating sick dogs and new dogs not yet examined for health.

( ) 3.4.1 Kennel construction takes into account maintenance of cleanliness and health of all dogs, as well as the health and efficiency of personnel responsible for their care.

( ) 3.4.2 Each kennel has suitable adjacent exercise runs to permit groups of dogs to use each run.

( ) 3.4.3 The kennels also include space for preparation of food, veterinary examinations, storage, etc.

( ) 3.4.4 The kennels are so located, constructed and supervised as to keep noise and odors to a minimum.

( ) 3.4.5 Appropriate areas are available on the school grounds where the dogs may be taken for elimination.

EVALUATION / / 29. *How adequate are the kennel facilities?*

Comments:

( ) 3.5 LOCATION. The school's location provides convenient access to public transportation and to populated areas in which realistic training conditions regularly exist.

EVALUATION / / 30. *How adequate is the location of the school for providing realistic training conditions?*

Comments:

3.6 PERSONNEL POLICIES AND PROCEDURES. All personnel procedures conform to the applicable provisions of *Section C-3, Personnel Administration and Volunteer Service.* (Ratings and evaluations should be provided in *C-3, Personnel Administration and Volunteer Service.*)

In addition to the above, the dog guide school also fulfills the following standards:

( ) 3.6.1 In selection of personnel, particular care is exercised to employ those who, by training, experience and personal qualities, demonstrate capacity to meet the requirements of their jobs.

( ) 3.6.2 No staff member is employed without a written application and written references; application, references and periodic written evaluations are kept on file.

( ) 3.6.3 Nepotism is avoided in the employment of technical, professional and other staff members.

( ) 3.6.4 Personnel who, outside of working hours, engage in activities involving dogs are required to report to the school's training director the nature and extent of such activities, so that safeguards against conflict of interest may be established

EVALUATION / / 31. *To what extent do the school's personnel procedures meet the above standards?*

Comments:

( ) 3.7 FULL-TIME PERSONNEL REQUIRED. A dog guide school employs at least the following personnel on a full-time basis:

( ) 3.7.1 Administrator.

( ) 3.7.2 Training director.

( ) 3.7.3 Admissions and counseling officer.

( ) 3.7.4 Administrative field representative.

( ) 3.7.5 Registered nurse.

( ) 3.7.6 One qualified instructor for each 24 man-dog units produced per year. An apprentice instructor, after one year's experience, counts as one-half of a qualified instructor.

( ) 3.7.7 One qualified supervisor, who has a minimum of five years' instructor experience, for every six instructors (qualified or apprentice).

( ) 3.7.8 Kennel manager.

( ) 3.7.9 One kennel man for every 25 dogs housed at the school or breeding facility. The kennel manager is included in this ratio.

( ) 3.7.10 Sufficient clerical, kitchen, household and maintenance personnel.

(Note: *Section E, Individual Staff Member Information Form* should be completed by each member of the staff in categories 3.7.1 through 3.7.9.)

EVALUATION / / 32. *How adequate is the staff in terms of numbers and categories of personnel represented?*

Comments:

( ) 3.8 CONSULTING OR PART-TIME PERSONNEL REQUIRED. A dog guide school employs the following personnel on a consulting, part-time or full-time basis:

( ) 3.8.1 Physician.

( ) 3.8.2 Dietician.

( ) 3.8.3 Veterinarian.

( ) 3.8.4 Drivers, maintenance and cleaning personnel.

EVALUATION / / 33. *To what extent is appropriate consultation used?*

/ / 34. *How adequately do part-time employees complement the full-time staff?*

Comments:

( ) 3.9 SELECTION OF APPRENTICE INSTRUCTORS. A candidate for apprenticeship submits a written application, furnishes references and is interviewed by the training director and one other qualified staff member.

( ) 3.9.1 In addition to meeting physical qualifications (1.4), the candidate is in good physical condition and with a good health record substantiated by recent medical examination; is more than five feet five inches and not over six feet in height; has no limitations on physical activity.

3.9.2 In addition to evidencing the personal qualifications required of orientation and mobility teachers, the candidate:

( ) 3.9.2.1 Evinces a liking for and desire to work with both people and dogs.

( ) 3.9.2.2 Has the ability to express himself satisfactorily in a firm, clear, well-modulated voice.

( ) 3.9.3 The candidate meets or surpasses the minimum requirement of graduation from an approved secondary school. It is desirable that he have one or more years of college level courses in animal husbandry, English, physical education, psychology or allied fields.

( ) 3.9.4 The candidate has had at least 18 months of meaningful work experience.

( ) 3.9.5 The candidate has a satisfactory record as a licensed operator of an automobile.

EVALUATION / / 35. *How appropriate are the school's requirements for apprentice instructors?*

[ ] [ ] 36. *To what extent do the present apprentice instructors meet the above qualifications?*

Comments:

( ) 3.10 TRAINING OF APPRENTICES. Apprentice instructors undergo a three-year training period of study and practice (*Appendix A*) under the supervision of a qualified instructor who has had five or more years of experience.

EVALUATION [ ] [ ] 37. *To what extent is the apprentice training program of the school similar to that described in* Appendix A*?*

Comments:

3.11 FUND-RAISING AND PUBLIC RELATIONS. The school meets all applicable standards in *Section C-5, Public Relations and Fund-Raising.* (Ratings and evaluations should be provided in *C-5, Public Relations and Fund-Raising.*)

In addition, the school observes the following requirements:

( ) 3.11.1 The public is informed in a positive, constructive manner of the potentialities of blind persons and how dog guides can help some of them fulfill their potentialities.

( ) 3.11.2 The school states the number of persons who received dog guides at the school during the year, specifying how many were first dogs and how many were replacements.

( ) 3.11.3 No statements are made to imply that there is a shortage of dogs or that individuals who can use dog guides are unable to obtain them because of lack of funds.

( ) 3.11.4 The school does not exploit graduates by offering them inducements to recruit applicants or to speak in public about the school.

( ) 3.11.5 Newspaper, magazine, radio, television or taped interviews with students are not permitted during training sessions, except as such interviews may be unrelated either to an individual's blindness or to any commercial interests.

( ) 3.11.6 Fund-raising is conducted only in the name of the school, with its complete sanction and under its control.

( ) 3.11.7 The school does not sanction the use of its name or participate in raffles, sale of unordered articles, commercial tie-ins, or any fund-raising patterns in which human dignity and personal independence are not primary concerns.

EVALUATION [ ] [ ] 38. *To what extent does the school follow the above standards for fund-raising and public relations?*

Comments:

( ) 3.12 APPLICATION PROCESS FOR NEW APPLICANTS. A dog guide school requires a personal application from each prospective student.

( ) 3.12.1 The school, after apprising the applicant's physician of the physical demands of the training program, requests and receives from the physician a report, on its own form, of a recent medical examination of the applicant.

( ) 3.12.1.1 The medical report gives evidence of the applicant's physical, mental and emotional health; it indicates normal balance, reflexes and coordination sufficient to permit his use of a dog guide; it also indicates absence of addiction to alcohol, drugs, etc.

( ) 3.12.1.2 A supplementary medical report is required for diabetic applicants. Medical reports on such applicants, as well as on others who appear to have health problems that may cause their training to be harmful to them, are reviewed by the school's consulting physician for decision on suitability for training.

EVALUATION [ ] *39. To what extent are medical reports used in the selection of students?*

Comments:

( ) 3.12.2 The school satisfies itself by appropriate means that the applicant's degree of vision is limited to slight form perception, or that his field of vision is too restricted for effective travel, or that he has light perception only, or that he is totally blind.

EVALUATION [ ] *40. How adequate are the procedures for determining that students' vision is such that dog guides are needed?*

Comments:

( ) 3.12.3 The school satisfies itself by appropriate means that there is adequate compensation for any severe hearing impairment the applicant may have.

EVALUATION [ ] *41. How adequate are the procedures for determining compensation for hearing loss?*

Comments:

( ) 3.12.4 Particular care is taken to determine that applicants are sufficiently mature to need, control and constructively use a dog guide.

( ) 3.12.5 Applicants with a record of mendicancy are not accepted.

EVALUATION [ ] *42. How adequate are the procedures for determining whether or not applicants are mature enough to use dog guides effectively?*

Comments:

( ) 3.13 APPLICATION PROCESS FOR REPLACEMENT APPLICANTS. A dog guide user applying to the school for a new dog is required to complete a replacement application form.

( ) 3.13.1 This is supported by a report of a current medical examination and by certification by the school's admissions officer, based on a review of the records, that the replacement applicant uses his dog for ethical, constructive purposes and in accordance with the school's standards.

( ) 3.13.2 A dog guide user applying for replacement to a school other than that from which he obtained his previous dog is considered a first-time applicant.

( ) 3.13.2.1 The school receiving the application requests from the school previously attended such non-confidential information as will be helpful in judging the applicant's eligibility.

EVALUATION [ ] *43. To what extent does the school follow the above procedures for replacement applicants?*

Comments:

( ) 3.14 HANDLING OF APPLICATIONS. A person qualified in one of the counseling professions is assigned, as a primary responsibility, the role of admissions officer, to handle inquiries from prospective applicants, their subsequent applications, the assembling of supporting written data and the final decision on their suitability for training.

( ) 3.14.1 All information obtained in support of an applicant is properly safeguarded.

( ) 3.14.2 In reaching decisions, the admissions officer consults, when necessary, the training director, medical consultant, field representative or other appropriate source.

( ) 3.14.3 The selection process is administered with suitable flexibility.

( ) 3.14.4 Applicants are notified with reasonable promptness of the school's decision concerning admission.

( ) 3.14.5 The admissions officer notifies accepted applicants when and how to report for training, and furnishes all other pertinent information they or their families may require.

( ) 3.14.6 The admissions officer prepares a summary of pertinent data relating to each accepted applicant for use in briefing the instructor who will work with him.

( ) 3.14.7 If a school rejects an applicant, who then applies elsewhere, the rejecting school does not divulge confidential information received during the application process but may share with another school, on request, information based on direct knowledge or observation (e.g., applicant is a known mendicant).

EVALUATION [ ] 44. *How adequate are the procedures for handling applications?*

[ ] 45. *To what extent is the selection process flexible enough to meet the needs of individual applicants?*

Comments:

( ) 3.15 TRAINING OF DOGS. The instructor keeps careful record of all pertinent information about each dog for use in assigning dogs to students. Among other things, he teaches each dog the following: to come; to sit; to lie down; to retrieve dropped articles; to rest or stay; to go forward, right or left on command; to guide around certain obstacles without stopping; to stop at the end of each block, for curbs, stairs, barriers, etc; to cross streets on command, when safe, and to judge moving traffic; to pass other animals without undue distraction; to enter public or private conveyances and to lie quietly while riding; to observe proper conduct in elevators, revolving doors, stores, etc.

( ) 3.15.1 A minimum of one hour per day of instruction and handling for 60 working days (a minimum total of 60 hours) is given to each dog not previously trained.

( ) 3.15.2 While blindfolded, the instructor tests each dog's progress in the course at the end of approximately every 20 hours of training.

( ) 3.15.3 A supervisor observes and grades each dog tested; a prescribed grade must be earned by each dog before assignment to a blind person.

EVALUATION [ ] 46. *How comprehensive is the training provided to dogs?*

[ ] 47. *How adequate are the procedures for evaluating the capabilities of dogs during the training process?*

Comments:

( ) 3.16 TRAINING OF STUDENTS WITH DOGS. Each instructor is responsible for a class of not more than eight of the school's students, to be adjusted with suitable dogs from among the 12 dogs he has trained during the previous three months.

( ) 3.16.1 Each student obtaining his first dog receives a minimum of 60 hours of realistic "in-town" training with his dog, plus a minimum of 30 hours of training with his dog on the school property.

( ) 3.16.1.1 With replacement dogs, time requirements may be reduced to not less than 30 hours "in-town" and 15 hours "on-property."

( ) 3.16.2 The dog remains with the student 24 hours a day.

( ) 3.16.3 All training sessions, lectures, seminars, etc., are held in conformity to a daily class schedule arranged with appropriate regard for the capacities of each student; however, since opportunities to learn how to use, control and care for the dog arise constantly, even during leisure hours, it is expected that full advantage be taken of them.

EVALUATION

[ ] 48. *To what extent does the school observe the instructor-student ratio of one to eight?*

[ ] 49. *How adequate is the time allotted for the training of students with dogs?*

[ ] 50. *To what extent does the total school experience contribute to the training of students?*

Comments:

( ) 3.17 TENTATIVE ASSIGNMENT OF DOGS. The instructor is briefed on pertinent characteristics of his students prior to their arrival; in a pre-class conference with the training director, supervisor and admissions officer, he uses this information in making tentative assignment of dogs.

( ) 3.17.1 The instructor orients students, on arrival, to the building (including fire exits), grounds and school routine, while reviewing his tentative dog assignments on basis of these early contacts.

EVALUATION

[ ] 51. *How adequate are procedures for making and evaluating tentative dog assignments?*

Comments:

3.18 DUTIES OF INSTRUCTOR. The instructor's major duties and objectives include the following:

( ) 3.18.1 Before issuing dogs, to instruct students, one at a time, in use of harness and leash, rewards, corrections, commands, etc.

( ) 3.18.2 With one student at a time, and privately, to describe and assign dog and explain how to win affection and respect of the dog.

( ) 3.18.3 Individually, collectively and repeatedly throughout the course, to teach students how to use, control, feed, groom, care for and handle the relief needs of their dogs, emphasizing importance of expressive voice, temper control and consistency in following procedures.

( ) 3.18.4 To instruct one student at a time on simple routes in a residential neighborhood during at least the first two sessions (more often if needed), then to work with two students at a time.

( ) 3.18.5 To proceed through a systematic schedule of training trips, twice each day and at least once on Saturday or Sunday, with increasingly difficult trips every few days, if students make normal progress. All training is done in sufficiently populated areas to provide realistic travel conditions and problems.

( ) 3.18.6 To provide the individual instruction and practice a student may require for special situations; to arrange solo trips (supervised without their knowledge) for all students over major routes, giving absolutely no assistance unless danger threatens.

( ) 3.18.7 To be alert to health and significant reactions of students; when help is needed, to advise appropriate official of school (nurse, supervisor, orientation specialist, counselor, etc.).

( ) 3.18.8 To live at the school and be with or readily available to students at all times, including meal times, leisure hours and other occasions, learning to know his students and in every way possible ensuring their satisfactory adjustment to and use of their dogs.

( ) 3.18.9 To write daily reports of training trips, unusual incidents and final summary reports for administrative consideration.

EVALUATION / / 52. *How adequate are the procedures used by instructors to insure that each student's training is complete and comprehensive?*

Comments:

( ) 3.19 RESPONSIBILITIES OF TRAINING DIRECTOR. The training director, who is a master instructor of 10 or more years of experience, with demonstrated leadership and administrative ability, is responsible for overall planning and supervision of the instructional program.

( ) 3.19.1 The training director, after consultation with the appropriate associates, decides when the regular course, or any extension of it, has achieved its goals for each student. He is also responsible for terminating training when goals are not considered attainable.

EVALUATION / / 53. *To what extent does a qualified training director assume responsibility for the instructional program?*

Comments:

( ) 3.20 COMPLETION OF TRAINING. Students approved by the training director are privately and individually interviewed by the school's executive director to receive final approval for departure.

( ) 3.21 FOLLOWUP SERVICES. The school has a followup program for its graduates.

( ) 3.21.1 Each graduate is furnished with an identification card bearing his name, dog's name and other information to certify they have been fully trained together at a recognized dog guide school.

( ) 3.21.2 Prior to the student's departure for home with his first dog, a letter is sent to his family, explaining how the dog should be received in the home and giving other pertinent information about the man-dog relationship.

( ) 3.21.3 The school encourages its graduates to communicate promptly any need for assistance in solving problems concerning their dog's health, behavior or work, or concerning their ability to control or use dog effectively.

( ) 3.21.3.1 Should correspondence, phone calls or other indirect assistance prove unavailing in correction of problems, additional corrective training is provided by a supervisor or qualified instructor.

( ) 3.21.4 Graduates who do not communicate with the school for any reason within three or four months after returning home receive a written request for a progress report.

( ) 3.21.5 Graduates who allegedly misuse, abuse or beg with their dogs are requested to make full reports, following which appropriate remedial action is taken.

( ) 3.21.6 When necessary, and if feasible, graduates are referred to appropriate local resources.

EVALUATION

[ ] 54. *To what extent is communication maintained with graduates for the purpose of solving problems related to the man-dog relationship?*

[ ] 55. *How adequate are the provisions for additional corrective training?*

Comments:

( ) 3.22 RELATIONSHIPS WITH STUDENTS. In its basic philosophy and procedures a dog guide school fosters the growth of confidence, self-respect and sense of individual worth in each student, graduate and blind person with whom it has contact.

( ) 3.22.1 All relationships with students are governed by the policy statement on confidentiality appearing in *Section B, Agency and Community Profile.*

( ) 3.22.2 The admissions officer exercises careful judgment in deciding what essential pertinent information concerning the student is passed on to the school's training or other departments.

( ) 3.22.3 Names of those served by the school are not given to individuals or groups who might, knowingly or unknowingly, invade privacy or in other ways cause students to feel embarrassment or obligation.

( ) 3.22.4 Photographs, including motion pictures, of students or graduates, are taken and used only with their knowledge and consent.

( ) 3.22.5 Mail addressed to students in residence is opened on their request and in their presence, and is read to them privately by the appropriate professional staff member or his direct representative; its contents are treated with confidentiality.

EVALUATION

[ ] 56. *To what extent are provisions made to insure students' rights to privacy and to foster their growth of confidence and sense of individual worth?*

Comments:

( ) 3.23 HEALTH AND SAFETY PROVISIONS. A dog guide school observes all procedures necessary to protect the health and safety of students in residence.

( ) 3.23.1 The consulting physician and the registered nurse are available to provide medical care when needed.

( ) 3.23.2 Provision is made for special diets when required.

( ) 3.23.3 Medical services for diabetics receive particular attention.

( ) 3.23.4 Local fire and health department regulations are carefully observed; inspections by outside authorities are made at least once a year.

( ) 3.23.5 All training activities in town and on the grounds are appropriately supervised.

( ) 3.23.6 Vehicles used for transporting students meet state inspection requirements; if no such requirements exist, the school has its own safety inspection procedures.

( ) 3.23.6.1 The driving skill of all staff members required to transport students is regularly scrutinized by supervisory personnel.

EVALUATION [ ] 57. *How extensive are the school's efforts in protecting the health and safety of its students in residence?*

Comments:

3.23.7 Other applicable health and safety standards presented in *Section C-4, Physical Facilities,* are met. (Ratings and evaluations should be provided in *Section C-4, Physical Facilities.*)

( ) 3.24 SUPPLY OF DOGS. A dog guide school maintains an adequate supply, and cultivates sources of supply, of dogs suitable for guide service. Responsibility for this function rests with the training director or such members of the staff as he may designate.

EVALUATION [ ] 58. *How adequate are the steps taken by the school to maintain an adequate supply of dogs suitable for guide service?*

Comments:

3.25 QUALITIES SOUGHT IN DOGS. Animals suitable for dog guide service have the following qualities:

( ) 3.25.1 Appropriate size, strength and age: 40 to 80 pounds in weight and 19 to 25 inches in height; strong enough to pull a blind person from danger, but not too strong for a blind person to follow or handle comfortably; reasonable proof that age is between 12 and 24 months at start of training.

( ) 3.25.2 Coat easily cared for; durable foot pads; good hearing, eyesight and general physical condition, including proper hip formation as confirmed by a qualified veterinary radiologist; reasonably attractive appearance.

( ) 3.25.3 Of sound temperament, friendly disposition, willing, teachable, responsible, responsive to discipline.

( ) 3.25.4 No unfavorable reaction to sudden or loud noises; possessed of medium body sensitivity.

( ) 3.25.5 Accepts feeding with relative ease; no evidence of chronic car sickness.

EVALUATION [ ] 59. *To what extent do the dogs selected for guide work meet the above qualifications?*

Comments:

( ) 3.26 HEALTH AND CARE OF DOGS. Suitable dogs, donated or sold to the school for training, are quarantined for at least two weeks during which their qualities, especially health and temperament, are confirmed by competent authorities.

( ) 3.26.1 All dogs entering training have been inoculated for distemper, hepatitis, leptospirosis and rabies.

( ) 3.26.2 All females have been spayed before completing training; males may be castrated.

( ) 3.26.3 Health records—including weight, appropriate diet and other factors—are maintained for each dog from the time of acquisition.

( ) 3.26.4 The majority of dogs used are female. When male dogs are placed with blind women there is documentation to show the dog is temperamentally suited to its assignment.

( ) 3.26.5 Dogs failing training for any reason are spayed or castrated. They are not sold; if given away, it is made clear they are not dog guides. Any unsuitable stock or progeny of the school's breeding program are also sexually altered before being given away.

( ) 3.26.6 A thorough examination is given each dog by the school's veterinarian before assignment to a blind student, and again before the student and his dog leave the school, at which time the dog is certified to be in good health. The student receives a copy of the health certificate.

EVALUATION / / 60. *How adequate are the procedures for confirming and maintaining the health of dogs?*

/ / 61. *How adequate are the records on the health of dogs?*

Comments:

( ) 3.27 DOG BREEDING PROGRAM. When necessary, a dog guide school maintains its own breeding program to augment outside sources or to improve one or more breeds for dog guide work.

( ) 3.27.1 Such breeding program is the immediate responsibility of a qualified person working under the supervision of the training director.

( ) 3.27.2 At an appropriate age puppies are X-rayed for sound hip formation; additional X-ray examinations are also made subsequently if deemed desirable by a competent veterinary radiologist.

( ) 3.27.3 Puppies bred in the school's program are placed in qualified private homes for "socializing" from approximately ten weeks of age until ready for training.

( ) 3.27.3.1 The socializing program is supervised by a qualified person designated by the manager of the breeding station, who sees to it that responsible youngsters maintain satisfactory records of each pup's health and behavior, such records becoming part of the school's permanent file.

EVALUATION / / 62. *To what extent does the school's dog breeding program meet the above standards?*

Comments:

4. PROGRAMMING FOR IMPROVEMENT

A graphic picture of the agency's overall performance emerges when the evaluation ratings from the preceding pages are transcribed onto the Summary Table of Evaluation Ratings. A major value of gaining such a picture is that it spotlights the areas in need of strengthening and thus yields a useful guide to the planning of needed improvements.

Realistically speaking, it is rarely possible for ongoing programs to be subjected to a large number of simultaneous changes. It is, however, both possible and desirable to analyze the problems uncovered through the self-study and evaluation process, and to develop a timetable for tackling them. The process of classifying needed improvements into (1) those already under way, (2) those which can and will be undertaken in the near future, and (3) those which require longer-range planning, produces a program for change which can serve as an orderly guide for action.

The three questions which follow the Summary Table are designed to assist the agency in the development of such a program. They are also designed to help the Commission on Accreditation evaluate the agency in terms of one of the Commission's governing principles: "If deficiencies exist, the agency is willing to remedy them, and gives evidence of being capable of effecting the needed remedies within a reasonable period of time."

It should be borne in mind that changes are not necessarily restricted to the weaker areas of service or administration. If plans for improvement are contemplated in areas which are already good or excellent, so as to make them even better, these should not be overlooked in responding to the questions.

SUMMARY TABLE OF EVALUATION RATINGS

Instructions: Transcribe the evaluation ratings from the preceding pages onto this table by placing a check mark ($\surd$) in the appropriate column.

Standards to Which Evaluation Questions Relate		EVALUATION QUESTION	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR	MISSING	NOT APPLICABLE
1. Standards Common to Cane and Dog Guide Programs									
1.1	Structure and Organization	1							
		2							
1.2	Principles and Philosophy of Operation	3							
1.3	Staffing	4							
		5							
1.4	Physical Qualifications of Orientation and Mobility Teachers	6							
2. Cane Programs									
2.1	Personnel Required	7							
2.2	Organization of Staff	8							
		9							
2.3	Teacher-Trainee Ratios	10							
2.4	Application Process	11							
		12							
2.5	Individualized Plan	13							
		14							
2.6	Travel Techniques	15							
2.7	Sensory Training and Other Instruction	16							
		17							
		18							
		19							
2.8	Course Time Allotments	20							
2.9	Maintenance of Records	21							
2.10	Followup Services	22							
2.11	Professional Qualifications of Teachers	23							
2.12	Course Plan for Children	24							
2.13	Relationship to Other Services	25							
		26							
3. Dog Guide Programs									
3.1	Determining Need for Services	27							
3.2	Organization, Structure and Principles of Operation	–							
3.3	Physical Plant and Facilities	28							
3.4	Kennels	29							
3.5	Location	30							
3.6	Personnel Policies and Procedures	31							
3.7	Full-Time Personnel Required	32							

SUMMARY TABLE OF EVALUATION RATINGS (continued)

Standards to Which Evaluation Questions Relate		EVALUATION QUESTION	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR	MISSING	NOT APPLICABLE
3.8	Consulting or Part-Time Personnel Required	33							
		34							
3.9	Selection of Apprentice Instructors	35							
		36							
3.10	Training of Apprentices	37							
3.11	Fund-Raising and Public Relations	38							
3.12	Application Process for New Applicants	39							
		40							
		41							
		42							
3.13	Application Process for Replacement Applicants	43							
3.14	Handling of Applications	44							
		45							
3.15	Training of Dogs	46							
		47							
3.16	Training of Students with Dogs	48							
		49							
		50							
3.17	Tentative Assignment of Dogs	51							
3.18	Duties of Instructor	52							
3.19	Responsibilities of Training Director	53							
3.20	Completion of Training	–							
3.21	Followup Services	54							
		55							
3.22	Relationships with Students	56							
3.23	Health and Safety Provisions	57							
3.24	Supply of Dogs	58							
3.25	Qualities Sought in Dogs	59							
3.26	Health and Care of Dogs	60							
		61							
3.27	Dog Breeding Program	62							

1. What improvements are now under way?

2. What improvements are definitely planned for the immediate future? When are they scheduled for completion?

3. What improvements will require long-range planning to implement? When is it expected that this planning will be undertaken?

Name of Agency _____ Date _____

Completed by _____

_____

_____

Appendix A

OUTLINE OF APPRENTICE TRAINING PROGRAM IN DOG GUIDE SCHOOLS

First Year of Apprenticeship

1 Between one and four apprentices (preferably two) are assigned to a qualified instructor who has had five or more years of experience and who possesses qualities of leadership fitting him to serve as supervisor of apprentices.

2 Apprentices begin schedule of planned, supervised on-the-job training, with some flexibility in time allotments commensurate with individual aptitudes and progress.

3 Kennel duties, observation and care of dogs (*3 to 4 months*); opportunity to witness school program in action, best provided when new apprentices live in.

4 Continue above and add instruction in obedience training of dogs (*2 to 3 months*).

5 Apprentice undergoes medical examination at school's expense as confirmation of physical fitness.

6 End of initial probationary period; elimination of unsuitable candidates.

7 Continue **3** and **4** and add supervised practice-teaching of two or four dogs to guide in harness and testing of such dogs every four weeks under blindfold (*5 to 7 months*). These dogs, however, are not turned over to blind students without additional training of the dogs by a qualified instructor.

8 Throughout the year, apprentices keep careful records of each dog worked. They also read recommended books related to the work, attend lectures and in other ways augment their practical experience.

9 End of first year of probation; elimination of those found unsuitable.

Second Year of Apprenticeship

1 Apprentice assigned to a qualified instructor as the latter begins to prepare a string of dogs to be assigned to six to eight blind students three months hence. Under supervision of the instructor, the apprentice is assigned four new dogs to train for two students, at least one of whom will be receiving his first dog (*3 months*).

2 Apprentice serves as aide to supervisor, who has primary responsibility for two students entering the class paired with the qualified instructor's class. Under close double supervision, apprentice has opportunity to practice-teach the use of the dogs he has helped to train (*1 month*).

3 The above four-month cycle is repeated, increasing apprentice's dogs from four to six, and his students from two to four (*4 months*).

4 Cycle again repeated, this time with eight dogs prepared for six students (*4 months*).

Third Year of Apprenticeship

1 The apprentice is now prepared to carry a maximum of eight students and, under supervision and guidance, to share most of the responsibilities of qualified instructors.

2 In the majority of cases, the apprentice is considered a qualified instructor on successful completion of the third year, but total program should be closely knit and no man, regardless of length of service, works entirely on his own for any extended period.

3 From beginning of apprenticeship, new men attend staff meetings, pre-class briefing sessions, etc.; directly or indirectly they are given every opportunity to understand and absorb tradition, philosophy and procedures of the school.